



Social Services Directorate

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|---------------------------|---|----------------------|-----------------------|
| Post Title | Children's Residential Worker - Nights | | |
| Post Number | BGNEW | Grade | 5 |
| Base | Children's Residential Home | Hours of Work | 28 hours |
| Car User Allowance | None | Disclosure | Enhanced |
| Contact | Joshua O'Leary | Updated | September 2024 |

Principal Job Purpose

Responsible to: Shift Leader (Children's Residential Home Manager / Senior Children's Residential Worker)

Responsible for: Ensuring the safety and wellbeing of children, young people and staff within the Children's Home during the night and to assist the Home Manager with the administration, security and general domestic maintenance of the Home.

Principal Accountabilities

1. Ensure that the principles of the National Minimum Standards underpin all aspects of your work. Adherence to authority safeguarding policy and procedures.
2. Adopt a trauma informed approach to practice.
3. To assist colleagues in maintaining good standards of care and control within warm and accepting environment.
4. To have knowledge of the individual plans for each child, ensuring regular checks are made during the night as required.
5. Encourage and support children to participate in all decisions relating to every aspect of their lives.
6. Provide help, guidance and personal care as required by the children, ensuring that the children's dignity and self-esteem are always maintained to support health outcomes.
7. To notify the shift leader immediately of any matter vitally affecting the wellbeing of the children/young people in the Home.

8. Assist children to choose and take care of their clothing, encouraging appropriate dress for all situations and weather conditions.
9. To encourage the children to follow their own religious and cultural beliefs.
10. Prepare simple foods and drinks for children as appropriate.
11. All financial transactions are recorded in accordance with departmental procedures & guidelines.
12. Support children to participate fully in social/recreational activities.
13. Maintain appropriate and trusting relationships with children.
14. Support children to become good neighbours by encouraging appropriate friendships with local people.
15. Support children to maintain a high standard of domestic/personal hygiene and to be aware and advise on personal health.
16. Support children to manage their own medication where appropriate and administer medication in line with agreed departmental policy & procedure.
17. Contribute to the individual care & service planning process, write reports and attend meetings and care reviews as & when necessary. Maintain accurate and appropriate records and accounts.
18. Observe confidentiality in all areas of work, as necessary, recognising particularly the vulnerability of the children.
19. Liaise with Children's Residential Homes Manager, day staff, families, carers & colleagues as necessary and in the best interest of the children.
20. Model appropriate behaviour with children at all times.
21. Maintain records as required, reporting and recording in an appropriate manner matters relating to the children.
22. Refer to the appropriate manager/shift leader information to ensure that repairs to the property are rectified promptly and properties are well maintained. Staff are expected to make contingency arrangements in the event of emergencies or urgent repairs.
23. Secure property, including contents, confidential records, medicines, cash, keys, furniture and equipment, clothing & possessions.
24. To wash and maintain linen and personal clothing in good order including sewing and ironing.
25. Encourage children to develop independent living skills as age appropriate.
26. Participate in staff meetings, staff supervision, and staff development.
27. Participate in training courses as required.
28. Ensure that the policies, procedures and guidelines of Blaenau Gwent County Borough Council in relation to children, staff and premises are adhered to.
29. Use personal and home transport when required to undertake appropriate duties.

30. Other duties appropriate to the grade and post as directed by the Director of Social Services.
31. Comply with the relevant sections of the Authority's policy statement on Health, Safety and Welfare at Work.
32. To understand and operate within the Authorities Health & Safety Guidelines and Manual, including best practice in food handling.
33. To ensure that Health & Safety standards are met.
34. Be conversant with emergency and evacuation procedures.
35. Adhere to the principles of the Corporate Equality Policy and ensure commitment to anti-discriminatory practice.

Person Specification – Non Managerial

| 1. Qualifications & experience | Assessment Method | | | | |
|---|-----------------------|------------------|-----------|------------------------|---------------------|
| Qualifications/relevant experience | Essential / Desirable | Application Form | Interview | Other (please specify) | Probationary Period |
| Level 3 Diploma in Health and Social Care (Children and Young People) or equivalent as recognised by Social Care Wales or willingness to undertake Level 3 upon commencement of the post | E | ✓ | | | |
| Demonstrable experience of working with children with complex needs. | E | ✓ | | | |
| Registration with Social Care Wales. If you are not already registered, then you will need to register within 6 months of starting your employment. | E | ✓ | | | |
| Other experience | | | | | |
| Able to demonstrate experience of working in residential care setting. | D | ✓ | ✓ | | ✓ |
| Other | | | | | |
| Be able to drive and have a clean licence | E | ✓ | | | |
| Be able to work unsociable hours. | E | ✓ | | | |
| Individuals providing care must be at least 18 years old and must be at least 4 years older than the oldest child accommodated. This is a protected characteristic under the occupational requirement of the post in accordance with the Equality Act 2010. | | | | | |
| Knowledge/Skills | | | | | |
| Knowledge of minimum standards set by Care Inspectorate Wales and all relevant regulations/legislation e.g. UN Convention on the Rights of the Child, Social Services and Wellbeing Act. | E | ✓ | ✓ | | |
| Knowledge of trauma informed practice | E | ✓ | ✓ | | |
| Ability to establish good working relationships with children based on respect and openness. | E | ✓ | ✓ | | |
| Ability to work with own initiative. | E | ✓ | ✓ | | |
| Ability and confidence to act as an advocate for children. | E | ✓ | ✓ | | |
| Ability to prioritise work and respond to the needs of children. | E | ✓ | ✓ | | |
| Ability to respond appropriately to emergencies. | E | ✓ | ✓ | | |
| Awareness of Health and Safety, Environmental Health and Fire Regulations. | E | ✓ | ✓ | | |
| Ability to work in a safe manner. | E | ✓ | ✓ | | |
| | E | ✓ | ✓ | | |

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|---|---|---|---|--|--|
| Good working knowledge of IT systems and use of Microsoft products including outlook and word | E | ✓ | ✓ | | |
| Excellent written and oral skills including ability to maintain records. | | | | | |

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| 2. Special Requirements | Essential |
| Aptitudes | |
| <ul style="list-style-type: none"> • Ability to promote the rights, dignity, independence and choices of Service Users. • Be able to carry out practical tasks and give support to children when assisting with their personal needs • Be able to work without close supervision. • Be committed to training and developing own skills. • Be able to assist/support children to enable them to maintain/achieve greater independence • Be able to write, implement, monitor & review the children's Individual Support Plans/ Care Plans. • Able to liaise & communicate effectively with colleagues & other agencies | All aptitudes are Essential |
| Personal attributes | |
| <ul style="list-style-type: none"> • Ability to work flexible, unsociable hours including weekends. • A commitment to the development of performance through supervision and training • Understand and respect the principles of confidentiality. • Be emotionally resilient and have the ability to manage stressful situations | All attributes are Essential |
| Equal Opportunities | |
| Understand and demonstrate a willingness to promote positively the Equal Opportunities Policy of Blaenau Gwent County Borough Council | E |

| 2. Welsh Language Requirements | Essential / Desirable | Application Form | Interview | Other (please specify) | Probationary Period |
|---|-----------------------|------------------|-----------|------------------------|---------------------|
| Welsh language skills are desirable (level 0 in all Welsh Language Levels above). | Desirable | | | | |

| | Level 0 | Level 1 Entry | Level 2 Foundation | Level 3 Intermediate | Level 4 Advanced | Level 5 Proficiency |
|-----------------------|---------|-------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Listening/Speaking | | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Reading/Understanding | | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Writing | | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Please see "[Welsh Language Skills Guidelines](#)" on the Blaenau Gwent website for further information on the above levels.

3. Personal Competencies

All competencies are regarded as essential, although it is recognised that some may be achieved over a period of time. All employees are expected to continually develop their competencies in line with the appropriate framework.

In addition to those assessed as part of the recruitment process, competencies will be assessed during the probationary period and afterwards through the Authority's performance coaching scheme.

| Assessment Method | | | | | |
|-------------------|--|--|--|--|--|
|-------------------|--|--|--|--|--|

| Topic | Competencies | App. Form | Interview | Other e.g. presentation, discussion group, simulation, etc (please specify) | Probationary Period/ Performance Coaching |
|-------------------------------|---|-------------------------------------|-----------|---|---|
| Delivering the service | Plans ahead, organises work in advance | <input checked="" type="checkbox"/> | | | <input checked="" type="checkbox"/> |
| | Involves line manager/colleagues in setting and meeting targets | <input checked="" type="checkbox"/> | | | <input checked="" type="checkbox"/> |
| | Reorganises work when necessary | <input checked="" type="checkbox"/> | | | <input checked="" type="checkbox"/> |
| | Sees tasks through to completion whenever possible | <input checked="" type="checkbox"/> | | | <input checked="" type="checkbox"/> |
| | Seeks help if workload becomes unmanageable | <input checked="" type="checkbox"/> | | | <input checked="" type="checkbox"/> |
| | Uses initiative to report issues that arise that impact on others | <input checked="" type="checkbox"/> | | | <input checked="" type="checkbox"/> |

| Assessment Method | | | | | |
|---------------------------------|--|-----------|-------------------------------------|---|---|
| Topic | Competencies | App. Form | Interview | Other e.g. presentation, discussion group, simulation, etc (please specify) | Probationary Period/ Performance Coaching |
| Improvement & Change | Is prepared to try new things & feed back results | | <input checked="" type="checkbox"/> | | <input checked="" type="checkbox"/> |
| | Understands that changes are needed if things are to be improved | | <input checked="" type="checkbox"/> | | <input checked="" type="checkbox"/> |
| | Finds new and creative ways of doing things better | | <input checked="" type="checkbox"/> | | <input checked="" type="checkbox"/> |
| | Actively seeks to develop own skills and knowledge | | <input checked="" type="checkbox"/> | | <input checked="" type="checkbox"/> |
| | Learns from mistakes & welcomes constructive feedback | | <input checked="" type="checkbox"/> | | <input checked="" type="checkbox"/> |

| Topic | Competencies | Assessment Method | | | |
|---|--|-------------------|-----------|---|---|
| | | App. Form | Interview | Other e.g. presentation, discussion group, simulation, etc (please specify) | Probationary Period/ Performance Coaching |
| Providing Excellent Customer Service | Recognises the importance of high standards of customer service | | ✓ | | ✓ |
| | Is committed to providing an excellent service to the all the citizens of Blaenau Gwent | | ✓ | | ✓ |
| | Understands the links between own professionalism and the possible impact on the Authority's image | | ✓ | | ✓ |
| | Has a professional attitude that sets an example to colleagues | | ✓ | | ✓ |
| | Takes pride in own work and that of colleagues | | ✓ | | ✓ |
| | Is respectful, courteous and helpful at all times | | ✓ | | ✓ |

| Topic | Competencies | Assessment Method | | | |
|---------------------|---|-------------------|-----------|---|---|
| | | App. Form | Interview | Other e.g. presentation, discussion group, simulation, etc (please specify) | Probationary Period/ Performance Coaching |
| Team Working | Reacts constructively to others' suggestions and requests | | ✓ | | ✓ |
| | Recognises potential value of others' opinions and actively seeks their contributions | | ✓ | | ✓ |
| | Asks for help when necessary | | ✓ | | ✓ |
| | Actively seeks to help others | | ✓ | | ✓ |
| | Is aware of the impact of own behaviour on others | | ✓ | | ✓ |

| Topic | Competencies | Assessment Method | | | |
|----------------------|---|-------------------|-----------|---|---|
| | | App. Form | Interview | Other e.g. presentation, discussion group, simulation, etc (please specify) | Probationary Period/ Performance Coaching |
| Communicating | Adapts content and style to help others understand | | ✓ | | ✓ |
| | Makes sure that people are regularly informed | | ✓ | | ✓ |
| | Uses appropriate language, gestures and tone when talking with others | | ✓ | | ✓ |
| | Checks others have understood & seeks advice when necessary | | ✓ | | ✓ |
| | Actively seeks to improve all forms of communication with others | | ✓ | | ✓ |
| | Communicates professionally by using formal channels appropriate to the situation | | ✓ | | ✓ |